

Academic Program Survey – Middle School Level

Essential Program Component	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score:					
				Fully	Substantially	Partially	Minimally	
1. Instructional Program	1.1 The school/district provides the most recent State Board-adopted core instructional programs in reading/language arts (2002-2008 adoption), documented to be in daily use in every classroom with materials for every student.	<ul style="list-style-type: none"> ▪ SBE Approved <u>Basic Programs</u> for Reading/Language Arts, grades 6-8 includes: <ul style="list-style-type: none"> ○ McGraw-Hill: <i>The Readers Choice</i>, 2002 ○ Holt, Rinehart and Winston: <i>Holt Literature and Language Arts</i>, 2003 ○ McDougal Littell Inc.: <i>McDougal Littell Reading and Language Arts Program</i>, 2002 ○ Prentice Hall School Division: <i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i>, 2002 ▪ SBE Approved <u>Intervention Programs</u> for Reading/Language Arts, grades 6-8 includes: <ul style="list-style-type: none"> ○ Glencoe/McGraw-Hill: <i>Sopris West Language!</i>, 2002 ○ Hampton-Brown Company: <i>High Point EL</i>, 2001 ○ Scholastic Inc.: <i>Scholastic Read 180</i>, 2002 ○ SRA/McGraw-Hill: <i>SRA/Reach</i>, 2002 ○ Wright Group/McGraw-Hill: <i>Fast Track Reading Program</i>, 2002 ▪ SBE Approved Mathematics Program includes: <ul style="list-style-type: none"> ○ McDougal, Littell & Company: <i>Concepts and Skills, Structure and Method</i>, 2001 ○ Prentice Hall: <i>Prentice Hall Pre-Algebra, CA Edition (7)</i> and <i>Prentice Hall Algebra I, CA Edition (8)</i>, 2002 						
			1.1 LA	3	2	1	0	Comments:
	1.2 The school/district provides the most recent State Board-adopted reading/language arts intervention programs, documented to be in daily use in every reading intervention classroom, with materials for every participating student.	<ul style="list-style-type: none"> ▪ SBE Approved Mathematics Program includes: <ul style="list-style-type: none"> ○ McDougal, Littell & Company: <i>Concepts and Skills, Structure and Method</i>, 2001 ○ Prentice Hall: <i>Prentice Hall Pre-Algebra, CA Edition (7)</i> and <i>Prentice Hall Algebra I, CA Edition (8)</i>, 2002 ▪ Full implementation means that the middle school has adopted and distributed all classroom and student materials of the reading/language arts programs (Basic and, if appropriate, Intervention). Appropriate materials are in daily use in every classroom by all students. ▪ Full implementation means that the middle school has adopted and distributed all classroom and student materials of the mathematics programs (Basic). Appropriate materials are in daily use in every classroom by all students. 						
			1.2 LA Intervention	3	2	1	0	Comments:
	1.3 The school/district provides the most recent State Board-adopted core instructional programs in mathematics (2001-2007 adoption) documented to be in daily use in every classroom with materials for every student.	<ul style="list-style-type: none"> ▪ Full implementation means that the middle school has adopted and distributed all classroom and student materials of the reading/language arts programs (Basic and, if appropriate, Intervention). Appropriate materials are in daily use in every classroom by all students. ▪ Full implementation means that the middle school has adopted and distributed all classroom and student materials of the mathematics programs (Basic). Appropriate materials are in daily use in every classroom by all students. 						
			1.3 Math	3	2	1	0	Comments:
	Documentation:		Additional Comments					
	Reading/LA	Mathematics						
District Purchase Date:								
School Distribution Date:								
Classroom Distribution Date:								
Attach publisher PO documentation for sets of classroom core materials.								

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2. Instructional Time	<p>2.1 The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions.</p> <ul style="list-style-type: none"> Grades 6-8 1, 1.5, or 2 hours daily <p>2.2 School provides the following time for reading/language arts students taking the intervention reading program:</p> <ul style="list-style-type: none"> Grades 6-8 2.0 to 3.0 hours daily <p>2.3 School provides the following daily time allocations for mathematics:</p> <ul style="list-style-type: none"> Grades 6-8 60 minutes <p>2.4 The school provides additional time for mathematics students needing intervention.</p> <ul style="list-style-type: none"> Grades 6-8 30 minutes daily 	<ul style="list-style-type: none"> Full implementation means that all classrooms have the appropriate time allocations for all students including effective use of additional time for those in need of more instruction and practice. <p>Citations: References to specific number of minutes for instructional time are found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i> (1999) pp. 13, 14, 243, 249.</p> <p><i>2002 Reading/Language Arts/English Language Development Adoption Criteria</i> (Adopted by State Board on December 9, 1999; updated March 22, 2000), pp. 1, 2, 3, 6, 10, 11, 12.</p> <p><i>Mathematics Framework for California Public Schools</i> (1999) pp. 12-13, 214.</p>		Fully	Substantially	Partially	Minimally
			2.1 LA	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
			2.2 LA Intervention	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
			2.3 Math	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
	2.4 Math Intervention	3	2	1	0		
Comments:							
Documentation		Additional Comments					
	Reading/LA						Mathematics
District Instructional Regulations:							
School Instructional Procedures:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
3. School Principals' Instructional Leadership Training	<p>3.1 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum in the school/district-adopted reading/language arts program (basic core program [6-8] or the intervention program [6-8]).</p> <p>3.2 The district provides the school's principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum in the school/district-adopted mathematics program [basic core program (6-8)].</p>	<p>▪ Full implementation means that the school principal and at least one vice principal have completed AB 75 Module I training (including 40 hours of institute and 40 hours of practicum) for the reading/language arts and mathematics programs.</p> <p>Citations: Reference to site administrator need to be provided professional development is found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i> (1999) p. 244.</p> <p><i>Mathematics Framework for California Public Schools</i> (1999) pp. 214-215.</p>					
			3.1 LA	3	2	1	0
			Comments:				
			3.2 Math	3	2	1	0
			Comments:				
Documentation		Additional Comments					
	Reading/LA	Mathematics					
District AB75 Completion Records:							
Authorized Provider Information:							
Dates of Offerings:							
Attach appropriate documents.							

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				Fully	Substantially	Partially	Minimally
4. Credentialed Teachers and Professional Development Opportunity	<p>4.1 The district</p> <p>a. staffs most classrooms with fully credentialed teachers, and</p> <p>b. has a plan to have fully credentialed teachers in all classrooms within three years.</p> <p>4.2 The district provides the school's reading/language arts teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level.</p> <p>4.3 The district provides the school's mathematics teachers (in all grade levels) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.</p>	<ul style="list-style-type: none"> Full implementation means that all classrooms have fully credentialed teachers and that the district has a plan to recruit and retain fully credentialed teachers. Full implementation means that all of the reading/language arts and mathematics teachers have completed the AB 466, 40-hour training program and 80-hour practicum based on the district's adopted reading/language arts and mathematics programs. <p>Citations: Reference to teacher need to be provided professional development is found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i> (1999) pp. 239-240.</p> <p><i>Mathematics Framework for California Public Schools</i> (1999) pp. 211-212.</p>		Fully	Substantially	Partially	Minimally
			4.1a Cred.	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
			4.1b Cred.	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
			4.2 LA	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
4.3 Math	3	2	1	0			
Comments:							
Documentation		Additional Comments					
	Reading/LA	Mathematics					
District AB466 Completion Records:							
Authorized Provider Information:							
Dates of Offerings:							
Attach appropriate documents.							

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5. Student Achievement Monitoring System	<p>5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.</p> <p>5.2 The school/district has a similar assessment and monitoring system for the mathematics program.</p>	<p>▪ Full implementation means the school is regularly using (e.g., every 6-8 weeks) curriculum-embedded assessments to determine student progress and make instructional decisions for reading/language arts and mathematics programs. Electronic data collection and reporting are used to assist teachers to review data, analyze for patterns of performance, and modify instruction where needed.</p> <p>Citations: References to systematic monitoring of student progress and effectiveness of instruction is found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i> (1999) pp. 216-217, 218.</p> <p><i>2002 K-8 Reading/Language Arts' English Language Development Adoption Criteria</i> (1999, updated in 2000), p. 8.</p> <p><i>Mathematics Framework for California Public Schools</i> (1999) p. 196.</p>		Fully	Substantially	Partially	Minimally																			
			5.1 LA	3	2	1	0																			
			Comments:																							
				Fully	Substantially	Partially	Minimally																			
			5.2 Math	3	2	1	0																			
			Comments:																							
Documentation		Additional Comments																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%;">Reading/LA</th> <th style="width: 10%;">Mathematics</th> </tr> </thead> <tbody> <tr> <td>Example of Curriculum Embedded Assessments:</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Sample report of assessment at the following levels –</td> </tr> <tr> <td>Classroom:</td> <td></td> <td></td> </tr> <tr> <td>School:</td> <td></td> <td></td> </tr> <tr> <td>District:</td> <td></td> <td></td> </tr> </tbody> </table>			Reading/LA	Mathematics	Example of Curriculum Embedded Assessments:			Sample report of assessment at the following levels –			Classroom:			School:			District:									
	Reading/LA	Mathematics																								
Example of Curriculum Embedded Assessments:																										
Sample report of assessment at the following levels –																										
Classroom:																										
School:																										
District:																										
Attach appropriate documents.																										

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			score				
				Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	<p>6.1 The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classroom to support the teacher and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p> <p>6.2 The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.</p>	<p>■ Full implementation means that the school/district provides appropriate instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support teachers in delivering reading/language arts and mathematics instruction using the adopted materials.</p> <p>Citations: References for providing assistance to teachers is found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i>, (1999) pp. 225-226, 240, 244-245, 246.</p> <p><i>Mathematics Framework for California Public Schools</i>, (1999) pp. 214-215.</p>					
			6.1 LA	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
			6.2 Math	3	2	1	0
			Comments:				
Documentation		Additional Comments					
	Reading/LA Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score				
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7. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	<p>7.1 The school/district facilitates and supports instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).</p> <p>7.2 The school/district facilitates and supports instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).</p>	<p>▪ Full implementation means that the principal or designee provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate using curriculum-embedded assessment data, for teachers to focus on the implementation of the adopted reading/language arts and mathematics programs.</p> <p>Citations: Reference to the role of the principal to provide time for monthly grade level meetings is found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i> (1999) p. 244.</p> <p><i>Mathematics Framework for California Public Schools</i> (1999) pp. 214, 217.</p>		Fully	Substantially	Partially	Minimally
			7.1 LA	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
			7.2 Math	3	2	1	0
Comments:							
Documentation		Additional Comments					
		Reading/LA	Mathematics				
School Schedule for Monthly Grade Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score					
8. Lesson Pacing Schedule	<p>8.1 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each instructional program/department level (6-8), in order for all reading/language arts teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p> <p>8.2 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each instructional program/department level (6-8), in order for all mathematics teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.</p>	<p>■ Full implementation means that there is an annual district/schoolwide pacing schedule in use for the adopted reading/language arts program and the mathematics programs by grade level or program level (and by tracks if on a year-round schedule).</p> <p>Citations: Reference to the need for a pacing schedule is found in: <i>2002 K-8 Reading/Language Arts' English Language Development Adoption Criteria</i> (1999, updated in 2000), pp. 6-7, 14.</p>		Fully	Substantially	Partially	Minimally	
			8.1 LA	3	2	1	0	
			Comments:					
				Fully	Substantially	Partially	Minimally	
			8.2 Math	3	2	1	0	
Comments:								
Documentation		Additional Comments						
		Reading/LA	Mathematics					
District/School Pacing Plan by Grade Level or Program Level:								
Attach appropriate documents.								

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9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.	<ul style="list-style-type: none"> Full implementation means that all of the goals stated in the school plan for reading/language arts and mathematics have the necessary funding to be successfully implemented (e.g., if obtaining coaches is a goal, there are funds dedicated first to purchase textbooks and instructional materials and then to pay for coaching services that support implementation of adopted materials.) 		Fully	Substantially	Partially	Minimally	
			9.1 LA	3	2	1	0	
	Comments:							
			Fully	Substantially	Partially	Minimally		
	9.2 Math		3	2	1	0		
	Comments:							
Documentation		Additional Comments						
	Reading/LA	Mathematics						
Plan uses all revenues appropriately								
Attach appropriate documents.								